Uintah School District Weekly Lesson Plans Unit 1

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week 1-August 29-September2 | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2**: Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.**  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **Word Families**: ph, sh, th, ch, (Theme 1)  **Comprehension Strategies**: Make Connections  **Grammar:** Simple Sentence-Capitalization/ending punctuation WRG p.1 (review nouns)  Naming parts of a sentence WRG p.2  **Writing:** Prewriting-Writing Process WCC p.16 |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Independently read books  -Use graphic organizer to organize class research | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Regions from Coast to Coast  (rigby l) |  |  | nouns | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Do research on different regions, have students work in small groups to make a good paragraph/illustrations make into class book(use prewriting organizer) |
| Tuesday | One Day Books…. Multiple books(l.l. P) |  |  | Prewriting | ↓  Center Work |  | ↓ |
| Wednesday |  |  |  | Sentences/punctuation | ↓YPP  Common assessments |  | ↓ |
| Thursday |  |  |  |  | ↓ |  | ↓ |
| Friday |  |  |  |  | ↓ |  | ↓ |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week-2 September 6th-9th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **Word Families**: short vowel sounds, (Theme 1)  **Comprehension Strategies**: Make Connections  **Grammar:** Word Order/Complete Thought WRG p.1  Adverbs/Adjectives WRG p.26  **Writing:** Drafting-writing process  **Science Standard**:  Science Stand 2 obj3 (Observe, describe, and measure seasonal weather patterns and local variations) |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Ask questions “who, what, where, when, why, and how” after reading fictional books  -Create a collection of adverbs/adjectives  -Create a collection of adjectives and adverbs from discussion on art  -Use graphic organizer to organize class research | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Wild Child Books by Lynn Plourde  Seasons  (school library) |  |  | Drafting | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Poster Board of Who what When Where Why How, assign one to each group have them use sticky notes to answer the questions |
| Tuesday |  |  |  |  | ↓  Center Work | See art links | Compare/contrast two Van Gogh paintings starry night and sunflowers/use adjectives |
| Wednesday |  |  |  |  | ↓ |  |  |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week-3 September 12th-16th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2: Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)**  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **Word Families**: ake, ine, oke, ute (VCe) (Theme 2)  **Comprehension Strategies**: Create Images  **Grammar:** Predicate: Telling Parts of a Sentence WRG p.3  **Writing:** Revising-Writing process  **Social Studies Standards:**  Objective 2  Demonstrate geographic skills on a map and a globe. |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Study the beginning and ending chapters of stories  -Study the organization of informational text, specifically the purpose of paragraphs (Story elements)  -Use various graphic organizers | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Penny’s Map Skills (f) |  | Map It (l.l K) | Revising | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday | My Map Book (f) |  | Where do I live  (l.l C) |  | ↓  Center Work |  | Mega Fun Map Skills/create map |
| Wednesday | Read about a geographic area that is very different from ours/North West/California |  | Where is….. Multiple books (l.l I) |  | ↓Guest Speaker (Farmer, Scientist) |  | Which season is most important to your community? |
| Thursday |  |  | My Neighborhood  (l.l D) | Class Poem on Seasons | ↓ | Music by Vivaldi | While listening draw pictures/phrases that come to mind |
| Friday |  |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week-4 September 19th-23rd | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **Word Families**: ail, ay, ain (Theme 2)  **Comprehension Strategies**: Create Images  **Grammar**-Subject-Verb Agreement WRG p.4  **Writing**-Editing-Writing process  Main Idea  Class Poem |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Use various graphic organizers  -Write poetry based on Vivaldi’s Four Seasons  Enjoy and analyze poetry related to the seasons, noting alliteration, rhyme, rhythm, and repetition | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Snowy Day |  | Winter Wonderland (Rigby H) | Editing | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Write about your favorite activity in the snow |
| Tuesday | Snow Flake Bentley |  | Snow (l.l F) |  | ↓  Center Work |  | Use informational snowflake book, discuss author craft/heading/subtitles/organization |
| Wednesday | Snowman at Night |  | Living in the Extreme  (Rigby N) |  | ↓ |  | What would your snowman do at night? |
| Thursday | Snowman Bob |  | Fun in the Snow  (l.l E) |  | ↓ |  |  |
| Friday | Bear sleeps in Winter |  |  |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week-5 September 26th-30th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7: Participate in shared research and writing projects.**  **SL.2.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **Word Families**: eed, ea, eat (Theme 3)  **Comprehension Strategies**: Ask Questions  **Grammar**-Telling and asking sentences/Command and expressive with end punctuation(imperative, declarative, interrogative, exclamatory)  **Writing**-Publishing-Writing process  -create class book  **Science Standards:**  Science Std.2 obj2  (recognize patterns in night sky, moon phases, stars) Earth |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Use various graphic organizers  -Create an informational class book from shared research | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Why the Moon Changes p. 76 Theme 3 |  | What is the Moon Like  (l.l. N) | Publishing | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ |  |
| Tuesday | (Big Book)  Missing Moon Mystery | Crab Moon (f) | Why Coyote Howls at the Moon (Rigby L) |  | ↓  Center Work |  |  |
| Wednesday | The Seasons by John Serio\*  A My Name is Alice by Steven Kellog\* | Missing Moon Mystery/with digital cd |  |  | ↓ |  | Introduce poem “summer song” note pattern and how it changes/write alliteration poem/use adjectives |
| Thursday | Bandits Moon (l.l S) |  | What Makes Day and Night (l.l. N) |  | ↓ |  |  |
| Friday |  |  | The Moon  (l.l M) |  | ↓ |  |  |

WHAT WILL BE TAUGHT?

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| Focus Standards: Unit 1 Grade 2 Week-6 October 3rd-7th | Phonics-Word Work/Grammar/Comprehension |
| Common CORE Standards:  **RI.2.2:** Identify the main focus of a multi-paragraph text as well as the focus of specific paragraphs within the text.(Main Idea)  **RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.  **SL.2.1:** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  **RL.2.4:** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, [and] repeated lines) supply rhythm and meaning in a story, poem, or song.  **W.2.7:** Participate in shared research and writing projects.  **SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.** | **Word Families**: oat, ow (Theme 3)  **Comprehension Strategies**: Ask Questions  **Grammar**-Review Weeks 1-5 /Contractions and Possessives(words that use apostrophes)   * **Writing**- * Digital resource for seasonal writing activity * http://www.5min.com/Video/How-to-Teach-Kids-Skiing-Basics-155700263   **Social Studies Standards:**  Objective 1  Identify common symbols and physical features of a community, and explain how they affect people’s activities in that area. |

STUDENT NEEDS ADDRESSED:

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| Student Objectives | **Terminology** |
| -Use various graphic organizers  -Use digital resources to research a seasonal activity  -Distinguish between the roles of author and illustrator in chapter books | Alliteration, author, beginning, chapter, conclusion, digital graphic organizer, digital sources, ending, illustrator, introduction, main idea, paragraph, poet, poetry, repetition, research, rhyme, rhythm |

HOW INSTRUCTION WILL BE DELIVERED

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|  | Read Aloud | Shared Reading | Guided Reading | Interactive Writing | Assessment/Rubrics | Technology | Independent Reading/Independent Writing |
| Monday | Poppleton in Winter | Partner share beginning and ending paragraph/discuss |  |  | -Observation  -class discussion  -writing samples | YPP/Compass  Learning/ | Talk about Poppleton strong beginning and ending  Use graphic organizer |
| Tuesday |  |  | Clifford Loves Autumn (l.l F) |  | ↓  Center Work |  |  |
| Wednesday | How Do You Know It’s Fall by Allan Fowler\* |  |  | Write sentences that begin with it is and change to contractions | ↓ |  | Write sentences that begin with it is and change into contractions |
| Thursday |  |  |  |  | ↓ |  |  |
| Friday |  |  |  |  | ↓ |  |  |